DOCUMENT RESUME

ED 233 654 HE 016 534

AUTHOR	Snowden, Fraser; Taylor, Maxine
TITLE	Health and Humanity: Humanities 401 Syllabus.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, D.C.; Northwestern State Univ., Natchitoches, La.
PUB DATE	Sep 79
GRANT	EP-0081-79-653
NOTE	36p.; Not available in paper copy due to marginal reproducibility of original.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Age Discrimination; College Programs; Course Descriptions; *Course Objectives; Death; *Diseases; *Health; Higher Education; *Humanities; *Interdisciplinary Approach; *Nursing; Sex Stereotypes; Values Clarification
IDENTIFIERS	*Northwestern State University LA

ABSTRACT

A syllabus for the "Health and Humanities" interdisciplinary course at Northwestern State University, Louisiana, is presented. An introduction suggests that with the proliferation of technological advances in the field of health care, there is a need for reconsideration of many moral, ethical, legal, and humanistic questions. Information is presented on course objectives and requirements, texts, and grading. Topics, specific objectives, reading assignments, class organization, and discussion questions are given for the following courses: an introduction to the humanities; an overview of the many faces of health and disease; myths, models, and metaphors of health and disease; madness in historical perspective; the impact of scientific thought on the way we define ourselves; values clarification in nursing; stereotypes regarding age and sex; rights and needs of sexual minorities; cultural diversity in nursing practice; a humanistic approach to traditional medicine; the experience of illness; facing death; and the human response to epidemics. For some of these topics, bibliographies are included on monthly magazines, books, basic texts, journals, and other recommended readings. (SW)

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HEALTH AND HUMANITY

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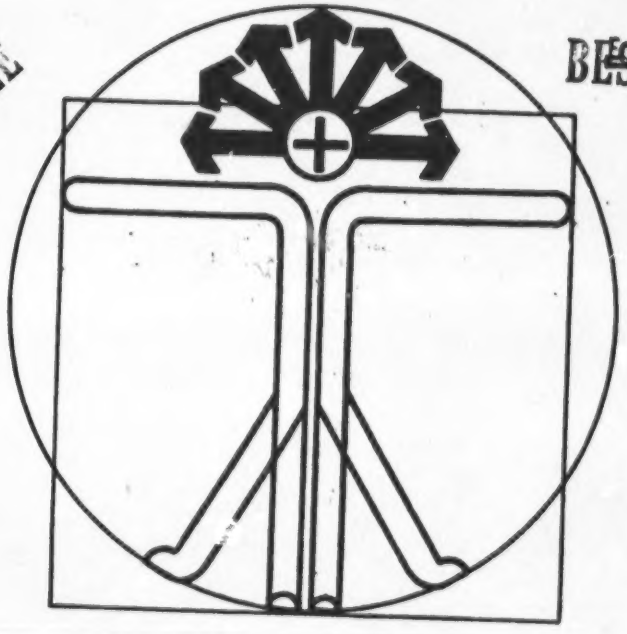

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HUMANITIES 401 SYLLABUS

FALL 1979

HE 016 534

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HUMANITIES 401: HEALTH AND HUMANITY

PREPARED

BY

FRASER SNOWDEN MAXINE TAYLOR

AND FUNDED BY

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

(PILOT GRANT # EP-0081-79-653)

AND

NORTHWESTERN STATE UNIVERSITY

NATCHITOCHES, LOUISIANA

September, 1979

PREFACE: AN INVITATION

We invite you to participate in an adventure. In one sense or another, adventures involve either literal or figurative explorations across the boundaries of the ordinary. This course, entitled "Health and Humanity," constitutes a departure from the usual compartmentalized ones with which you are probably most familiar. Team-taught by a nurse, a literary critic, an historian, and a philosopher, it will be truly interdisciplinary. For the first time, perhaps, in your entire formal educational experience you will be afforded the opportunity to observe representatives of different academic areas interacting with one another. We shall make every effort to integrate knowledge, rather than to contribute to its further fragmentation. Many of the questions we shall raise have no simple answers, yet they are significant questions, requiring careful and diligent thought.

The territory we shall investigate during this semester's journey is the interface of humanistic studies and health care practice. Since there are no definitive maps charting the terrain we hope to cover, it is perhaps most appropriate for us all to take the attitude that we are--students and faculty alike--fellow seekers, pioneers in regions partially glimpsed by some but often left

unexplored. There will no doubt be risks. There will also be rewards--especially for those who become engaged in the dialogue of the course.

But why link the academic humanities to the field of health care? What can a study of the humanities offer a nurse, a physician, or anyone else concerned with health and disease? To answer these questions now at the offset, however tentatively, is important, although only at the end of the semester--or even much later--will we have any substantial answers to these questions. All journeys require some initial orientation, some sense of direction, a goal. Thus, to offer some sketchy answer to these questions seems a necessity.

Dr. Edmund D. Pellegrino, president of the Yale-New Haven Medical Center, has made some points which provide a clue toward the answering of these questions. He notes that "more humane personal responsiveness to patient need can be enhanced by a deeper grasp of the humanities. These studies deal with the very element of human experience which science must exclude: the dramatic, the unique, the ambiguous, the imaginative, the personal, and the symbolic--all of which shape the way we advise a patient about what he should do, or what is 'good' for him." Dr. Pellegrino goes on to point out that philosophy and ethics can help clarify the moral dimension of health, literature can teach

empathy for the plight of the ill person, history can communicate the continuity of all human experience, and language study can develop communication skills so vital to those who work with patients.

In this course, the humanities will be offered to you with these ideas in mind. We hope that you profit from this journey--both as a health care practitioner and as a person.

Bon voyage!

Maxine Taylor
Associate Professor of History

Fraser Snowden
Associate Professor of Philosophy

Sara Burroughs
Professor of English

Beatrice Brooks
Associate Professor of Nursing

INTRODUCTION

The course of study entitled "Health and Humanity" was conceived as a direct response to, and an expression of, the stated philosophy of the College of Nursing published in the University catalog:

> We believe in the value and inherent dignity of man and that man in our democratic society is entitled to supportive and preventative resources which assist him in the maintenance and promotion of health . . . . The essence of nursing is a commitment to serve humanity.[1]

The acute need for a reemphasis on humanization in the nursing profession is widely recognized. With the proliferation of technological advances being made in the field of health care, there is an imperative for thoughtful reconsideration of many moral, ethical, legal, and humanistic questions. A recent article in Nursing Outlook explores the tension between the avowed humanistic principles of nursing and the prevalence of mechanistic models of the human being promulgated by behaviorism. The author of the article, Susan L. Carter, writes:

> We need not be swept away by a technological tide. With valid justification in humanistic theory, we can refuse to think of ourselves as machines and respond: "We believe that man is a holistic being--active, meaning-giving, and unique--and that includes patients, students, and ourselves."[2]

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[1] Northwestern General Catalog, 1977-78, p. 356.

"The Nurse Educator: Humanist or Behaviorist?", Nursing Outlook, September 1978, p. 557.

As a result of the joint concern of the personnel in the College of Liberal Arts and the College of Nursing, Associate Professors Maxine Taylor and Fraser Snowden conceived a plan for two courses which would inject the humanities into health-care training. With the enthusiastic approval and support of President René Bienvenu, Dr. Peggy Ledbetter, and Dr. George A. Stokes, they wrote a fifty-page proposal which was submitted to the National Endowment for the Humanities for funding. Submitted in November, 1978, this proposal requested funds for a "pilot" grant which would provide for the creation and testing of a pair of integrative, multidisciplinary courses in the humanities. Designed to sensitize nursing students to humanistic issues in health and to assist those students in developing their problem-solving and communication skills within the context of their clinical training as well, these courses were reviewed by a panel of experts in the health care field. In April, 1979, Mr. Snowden and Mrs. Taylor received formal notification that their proposal had been funded. One of the reviewers commented that these courses are "realistic and potentially effective, and could serve as models for other nursing programs."

During the summer of 1979, Professors Taylor and Snowden wrote this syllabus after many conferences with the administration, the teaching staff, and consultants whom you will meet throughout the semester. It should be emphasized that this publication ought to be viewed as a guide only, and as a tool which must remain flexible enough to meet the needs of students

and staff. Your comments and suggestions are critical in the dynamic development of this course. This is your syllabus and your opportunity truly to participate in the creation of a "model" course for health care professionals.

USEFUL INFORMATION: COURSE REQUIREMENTS AND GRADING

The objectives of this course are:

1. To sensitize nursing students to humanistic issues in the area of health care,

2. To assist these students in developing their problem-solving and communications skills within the context of their clinical practice, and

3. To facilitate the development of their human potential as caring health professionals.

The following are the official texts for the course and will be available for purchase at the beginning of the semester:

1. Illness as Metaphor, Susan Sontag, Vintage, $1.95.

2. Darwin and the Modern World View, John C. Greene, LSU Press, $2.95.

3. The Manufacture of Madness, Thomas Szasz, Harper and Row, $3.95.

4. The Elements of Style, William Strunk and E. B. White, Macmillan, $1.95.

A number of other materials, such as reprints of journal articles and sections or chapters of books, will be assigned during the semester. Some of these will be distributed to you for inclusion in your course syllabus, while others will be housed in the reserve section of the library. A brief bibliography of source materials is found at the end of each weekly assignment. You are encouraged to read some of this, although this is not a requirement. We solicit your assistance in expanding these bibliographies; if you know of any articles, books, films, etc. which would be useful additions, list them (full citations, please) on the worksheets included in the syllabus.

If you are taking this course for undergraduate credit, your grade will be calculated on the following basis:

Two brief exploration papers @ 20 points each =	40 points
Eight short written exercises @ 10 points each =	80 points
Final reflection paper	30 points
Syllabus/Workbook	50 points
TOTAL	200 points

The grading scale for undergraduate credit is: 200-180=A, 179-160=B, 159-140=C, 139-120=D, and 119-0=F.

In addition to the requirements for undergraduate credit, students taking the course for graduate credit will be required to submit a fifteen-page term paper which will count 50 points, making the base figure for graduate students 250 points. The grading scale for graduate credit is: 250-225=A, 224-200=B, 199-175=C, 175-150=D, 149-0=F.

Grades will not be curved, but students with borderline grades will have the opportunity to complete extra-credit assignments to improve their grades.

1. Exploration Papers: Each brief exploration paper will be a minimum of 300 words in length (approximately one page, typewritten and double-spaced) and a maximum of 600 words (two typewritten pages). The paper will consist of your succinct summary of, and critical response to, an article or book of your choice from the reserve materials in the library. Articles and books discussed in class are not eligible, although it is certainly appropriate for you to relate the thesis of the article or book to other ideas and topics from the class sessions. The first exploration paper must be turned in on or before October 8; the second is due on or before November 26.

2. Short Written Exercises: Twelve short weekly exercises will be given during the semester covering materials discussed during the previous class meeting. Questions for these exercises will be very straightforward. For instance, if we have had a guest speaker during the previous session, we may ask you to state his or her basic thesis and record your response to it. You will have about ten minutes at the beginning of the class period to complete these short written exercises. Your eight highest grades on these exercises will be counted, the others dropped. No make-ups will be given on these exercises.

3. Final Reflection Paper: On the date scheduled for the final examination (December 10) you will be required to write a paper which synthesizes the course materials, and communicates your overall comprehension of the semester's activities. You may use your syllabus. We will be looking for your informed reflections on the value of the course, the sensitization process, and your understanding of the humanistic dimension of health care.

4. Syllabus/Workbook: The syllabus is not only a guide to the mechanics of the course, with assignments, requirements, and bibliographies; it is also a workbook. As you will notice, there are numerous worksheets included. Part of your grade for this course will be based on your contribution to the Syllabus/Workbook. You are expected to contribute five informed points on each weekly topic; these points can include, but are not limited to, additional annotated bibliographic items, other discussion questions, suggestions for exercises, brief constructive (a paragraph or two) criticisms of program format or procedure, etc. You should strive for a mixture of these elements. Do not, for example, add only bibliography or only discussion questions. You will be required to turn your syllabus/workbook in along with your final reflection paper, although arrangements will be made to return the syllabus to you for future reference after the semester is over.

5. Term Paper (For Graduate Students Only): If you are taking the course for graduate credit, a term paper is required. You must select a research topic after consultation with faculty participants. Some suggested topics are: various aspects of death and dying, informed consent, the role of AMA in health care, sexism in medical journal advertising, ageism in professional journals, etc. Be creative. We encourage you to use your imagination in choosing a topic. This is an academic requirement, but there is no reason for it to be drudgery. Do not feel constrained by the title of the course to somehow include "humanities" in your title. At the same time, your topic should deal with humanistic issues, as opposed to exclusively technological or clinical, skill-oriented ones. Nor should you select a subject based on an instructor's academic discipline. This is your paper and your opportunity to express yourself. Use it to your advantage. Be sure to discuss your topic and present your bibliography early in the semester with the instructors in order to avoid misunderstandings. A brief prospectus with selected bibliography is due not later than October 22. The paper should be approximately 15 pages in length and must be typewritten, double-spaced. Excessively lengthy papers (more than 20 pages) will be suspect and will be returned unread, unless you can justify such long-windedness. Papers will be read by all instructors, although comments from all of them will not always appear on your paper. Grading will be done in conference. You may use any widely accepted form of documentation (e. g. MLA or Turabian); whatever system you choose should be employed consistently and correctly. Papers are due on December 3, 1979 at 4:00 P.M. Late papers will not be accepted.

6. Extra-Credit Work: A student can earn up to ten points of extra credit by writing a paper from three to five pages (typewritten, double-spaced) on a topic of relevance to the course. This paper should review material from three different readings, other than regular assignments, relating to humanistic health care. Your paper should demonstrate your understanding of the materials in the readings and indicate how you have incorporated them in your attitudes toward health care practice. The mere production of such a paper is no guarantee that a full ten points of extra-credit will be awarded. The paper will be graded as just another piece of written work. This extra-credit option is offered for the student who is on the borderline between two letter grades and who would like the higher grade. Quite obviously, on a 200-point base, ten extra points will not help the student who is well below the borderline.

Guidelines for Written Assignments

One of the primary objectives of Humanities 401 is the development of student communication skills. There are, of course, many modes of communication, verbal and nonverbal, but the written word is extremely important in our society as a vehicle of clear expression. All of the written material you turn in will be graded primarily on the basis of content, but attention will also be paid to form. You should avoid misspelled words, faulty grammatical constructions, and lack of logic in arguments, and imprecision of expression. Use the Strunk and White text, The Elements of Style, as your guide in writing effectively. Typewritten assignments will be greatly appreciated; otherwise, write legibly in longhand, leaving plenty of space in the margins for instructors' comments. Avoid irregular-sized paper. Please use blue or black ink; pencils with very hard or very soft lead should be avoided. The criteria to be applied in grading all written work are (in decreasing order of importance):

1. Content: relevance, cogency, and continuity of thought
2. Insight and originality of presentation
3. Organization of ideas
4. Form: mechanics of grammar, spelling, etc.
5. Neatness of overall presentation

Attendance

Although University regulations do not require attendance for upper-level students, the nature of this course makes it imperative that you attend class regularly. A great deal of emphasis will be placed on discussion, and exchange of ideas and opinions. Many of the experiential components of the course, such as the values clarification exercises and others, cannot be duplicated outside the classroom setting. In

addition, weekly written exercises missed cannot be made up. Thus, you are strongly encouraged to attend class, unless you have serious reasons to miss. If you are having difficulties which preclude your regular attendance, please let one of the instructors know what problems you are having.

Natchitoches Instructors' Telephone Numbers:

Maxine Taylor	Office	357-5881
	Home	352-9289
Fraser Snowden	Office	357-6323
	Home	352-9936
Sara Burroughs	Office	357-6504
	Home	352-6345 (before 9 p.m.)

A Final Comment:

We assume that you understand what is meant by the term plagiarism and that you will avoid it like the plague. Anyone found guilt of plagiarism or cheating will receive a '0' that particular test or assignment.

SCHEDULE

August 27----THE JOURNEY BEGINS: AN INTRODUCTION TO THE HUMANITIES

September 3----HOLIDAY

September 10----THE MANY FACES OF HEALTH AND DISEASE: AN OVERVIEW

September 17----MYTHS, MODELS, AND METAPHORS OF HEALTH AND DISEASE

September 24----MADNESS IN HISTORICAL PERSPECTIVE

October 1----THE HUMAN PREDICAMENT: THE IMPACT OF SCIENTIFIC THOUGHT ON THE WAY WE DEFINE OURSELVES

October 8----VALUES CLARIFICATION IN NURSING

October 15----PERSONS AND STEREOTYPES: AGEISM AND SEXISM

October 22--RIGHTS AND NEEDS OF SEXUAL MINORITIES

October 29----CULTURAL DIVERSITY IN NURSING PRACTICE

November 5----NEW ALTERNATIVES TO TRADITIONAL MEDICINE: TOWARD A HUMANISTIC APPROACH

November 12----THE EXPERIENCE OF ILLNESS

November 19----FACING DEATH

November 26----DISEASE AND SOCIETY: THE HUMAN RESPONSE TO EPIDEMICS

December 3----OPEN

December 10----FINAL EXERCISE AND EVALUATION

TOPIC: THE JOURNEY BEGINS: AN INTRODUCTION TO THE HUMANITIES

OBJECTIVES: (1) General orientation and introduction to the course.

(2) To review what the humanities are and what the humanist does. To discuss what the humanities offer in contrast to, and as a complement for, technical training.

(3) To clarify the evaluation process for an experimental course.

READING ASSIGNMENTS: Read two (2) of the following articles and be prepared to briefly comment on them in a very short written exercise at the next class meeting on September 10. (September 3 is a officially declared student holiday.) The articles below have been placed on reserve in the College of Nursing Library:

(1) "Man's Nature," an Appendix from The People Shapers by Vance Packard.

(2) "The Nurse Educator: Humanist or Behaviorist?" by Susan Carter, R.N., M.Ed. Nursing Outlook, September 1978.

(3) "The World of Epictetus: Reflections on Survival and Leadership," by Vice Admiral James Bond Stockdale, USN from The Atlantic, April 1978.

(4) "Indicators of Humanhood: A Tenative Profile of Man," by Dr. Joseph Fletcher from The Hastings Center Report (November 1972).

(5) Dr. Fletcher's reply to his critics reprinted from The Hastings Center Report (December 1974).

CLASS ORGANIZATION:

First Hour--Coffee and introduction to the teaching staff. General orientation to the course, and course requirements discussed.

Second Hour--A short essay on one of these topics: "What Does it Mean to be Human?" or "What is Human Nature?"

Teaching Staff Discussion: Introduction to the Humanities.

Short break at approximately 3:00 P.M.

Third Hour--Values Clarification Exercise (Dr. Brooks) and administration of Rokeach Values Instrument (Staff).

QUESTIONS FOR DISCUSSION: (1) What shapes our attitudes about human nature? (2) In what respects are the humanities and the sciences similar? (3) In what respects are the humanities and the sciences different? (4) By the year 2000 will the humanities be outdated and useless? (5) Does human nature change? (6) What positive contributions might a study of the humanities make to health care delivery? (7) Might there be some negative effects of such study? (8) Joseph Fletcher's "criteria of humanhood" have been widely discussed. Can you think of better critera for moral decision-making? (9) Reflect on Susan Carter's distinction between the humanist and the behaviorist educator; are there any other alternatives?

WORKSHEET NAME_____

TOPIC: THE JOURNEY BEGINS: AN INTRODUCTION TO THE HUMANITIES

Additional Bibliography:

Further Questions:

Learning Exercises:

Constructive Criticisms:

Other Comments:

TOPIC: THE MANY FACES OF HEALTH AND DISEASE: AN OVERVIEW

OBJECTIVE: To survey historical and philosophical concepts of health and disease in general in order to delineate some of the myriad ways our contemporary concepts have evolved.

READING ASSIGNMENTS: "Health and Disease: Philosophical Perspectives" by H. Tristram Engelhardt, Jr. from Encyclopedia of Bioethics and "Health and Disease" by Owsei Temkin from Dictionary of the History of Ideas.

OPTIONAL READINGS: Otto Bettmann, A Pictorial History of Medicine (C. C. Thomas, 1956); Fielding H. Garrison, An Introduction to the History of Medicine (W. B. Saunders, 1929); Richard Fiennes, Man, Nature and Disease (Weidenfeld & Nicholson, 1964).

CLASS ORGANIZATION:

First Hour: Presentation of key concepts of health and disease in history with commentary on the philosophical significance of these concepts.

Second Hour: Mini-lectures on images of health and disease in literature and current dominant theories in nursing.

Third Hour: Class exploration, discussion, and criticisms of selected theories, preceded by a brief written exercise in which student and faculty participants alike sketch in critera defining (from their own individual perspectives): (a) health and (b) disease.

Questions for Readings and Discussion: (1) How do our particular theories of health and disease guide us in the practical sphere? (2) What are some of the advantages and disadvantages of our contemporary approaches to disease? (3) What is the value (if any) of reflecting on ancient theories of health and disease devised by individuals incapable of thinking in a scientific fashion? (4) What attitudes toward health and disease have you been taught in nursing courses? How do these attitudes conflict (if at all) with your own personal views? (5) What changes do you think might occur in our future attitudes toward disease with the growth of more sophisticated medical technologies? (6) Can disease be eradicated completely? If so, should it? Some have argued that our confrontations with illness afford a major impetus to creative growth? What is your response to this?

TOPIC: MYTHS, MODELS, AND METAPHORS OF HEALTH AND DISEASE

OBJECTIVES: To explore some of the ways that our attitudes toward and treatments of disease are colored by the language we use in characterizing it.

READING ASSIGNMENTS: Susan Sontag, Illness as Metaphor; O. Carl Simonton and Stephanie Matthews-Simonton, "Belief Systems and Management of the Emotional Aspects of Malignancy" (handout).

OPTIONAL READINGS: Elmer and Alyce Green, Beyond Biofeedback (Delacorte Press, 1977); Arno Gruen, "On Abstraction: The Reduction and Destruction of Human Experience," Journal of Humanistic Psychology (1978), Vol. 18, No. 1, pp. 37-45; Joseph Chilton Pearce, The Crack in the Cosmic Egg (Julian Press, 1971); Kenneth R. Pelletier, Mind as Healer, Mind as Slayer (Delta Books, 1977); Charles T. Tart, States of Consciousness (E. P. Dutton, 1975).

CLASS ORGANIZATION:

First Hour: Lecture on the thesis that the vast majority of our knowledge is gained through analogy and metaphor, with an application to health care.

Second Hour: Discussion of the negative and positive approaches to health and disease through the metaphoric mode, with illustrations from the Sontag book, literature, music, art, and the Simonton approach to cancer treatment.

Third Hour: Class discussion, preceded by brief exercise in which students list some of the metaphors commonly utilized in the health care field.

Questions for reading and discussion: (1) How do you conceive of the human body? What metaphors do you use? Is the heart a pump? If so, how do you treat a person with a broken heart? (2) How do you think of disease and death in general? (3) To what extent are your thoughts about disease formed by historical and cultural factors? (4) The thesis of Sontag's book is that illness is not a metaphor but a medical condition. Do you agree? (5) How is reality denied in the health care field through the manuplation of linguistic terminology?

TOPIC: MADNESS IN HISTORICAL PERSPECTIVE
(Consultant: Dr. Robert Nye, University of Oklahoma)

OBJECTIVES: To review the history of attitudes and treatments of madness from the middle ages to the present. We will attempt to ascertain in this review what these attitudes and treatments seem to have in common, and what it is they seem to owe to historical circumstances.

READING ASSIGNMENTS (to be completed prior to the class): Thomas Szasz, The Manufacture of Madness. A Comparative Study of the Inquisition and the Mental Health Movement (New York: Harper and Row)

OPTIONAL READINGS: George Rosen, Madness in Society. Chapters in the Historical Sociology of Mental Illness; "Psychopathology in the Social Process," pp. 1-20, "West and Central Europe During the Late Middle Ages and the Renaissance," pp. 139-151, "Irrationality and Madness in the 17th and 18th Centuries," pp. 151-171; David Morgan, "Explaining Mental Illness," European Journal of Sociology XVI (1975), pp. 262-280. Andrew T. Scull, "From Madness to Mental Illness: Medical Men as Moral Entrepreneurs," European Journal of Sociology XVI (1975), pp. 218-261; "Mad-Doctors and Magistrates: English Psychiatry's Struggle for Professional Autonomy in the Nineteenth Century," European Journal of Sociology XVII (1976), pp. 279-306; Michel Foucault, Madness and Civilization. A History of Insanity in the Age of Reason (New York, Vintage)

CLASS ORGANIZATION:

Lecture (two hours): The lecturer will present a brief outline of the history of the perceptions and treatments of mental illness from the late middle ages. At some points the lecture will cover the same ground as the readings, but will concentrate on the crucial transition between the 18th and 19th centuries and the rise of the "moral" treatment of madness, and the relationship of madness and society in the 19th and 20th centuries.

Discussion (one hour): The questions for discussion are suggested in part by the readings and in part by the lectures. They should serve, therefore, as guides to students to important themes in the course.

Questions for readings and discussion: 1. What forces and circumstances shape the attitudes of historical societies toward madness? 2. What factors have historically determined methods of treatment and control of the mentally ill? 3. What historical circumstances have

caused clear changes in attitudes and treatment over the ages? 4. How has mental illness been linked to various forms of deviance in modern societies? 5. Has there been "progress" in the views and treatment of madness since the middle ages? 6. In what ways are the views of contemporary society still "Victorian"? 7. What are the obstacles that remain to more enlightened outlooks? 8. Can mental illness be dehistoricized?

TOPIC: THE HUMAN PREDICAMENT: THE IMPACT OF SCIENTIFIC THOUGHT ON THE WAY WE DEFINE OURSELVES

OBJECTIVES: To examine the way we define ourselves and our world, and to discuss the tension created in western thought by Darwin, Freud, Wilson and others.

READING ASSIGNMENTS: Darwin and the Modern World View by by John C. Greene (read before class and concentrate on Chapters 1, 3, and the Conclusions) and "Psychology Constructs the Female, or the Fantasy Life of the Male Psychologist," by Naomi Weisstein which has been placed on reserve. Weisstein, a feminist, rejects male created models of "woman's nature," and charges them with defining a woman in terms of a man. Review only "Man's Nature," Appendix 1 from Packard's The People Shapers (on reserve also) which was an optional assignment given to you for our initial meeting.

OPTIONAL READINGS:

Gertrude Himmelfarb, Darwin and the Darwinian Revolution (1959); Maurice Mandelbaum, "Darwin's Religious Views," Journal of the History of Ideas, (June, 1958);L. J. Henkin, Darwinism and the English Novel 1860-1910 (repr. 1963); the writings of Freud are many and there are paperback editions of On Dreams, The Future of an Illusion, Civilization and Its Discontents and others; J. A. C. Brown, Freud and the Post - Freudians; The Sociobiology Debate: Readings on the Ethical and Scientific Issues Concerning Sociobiology, edited by Arthur L. Caplan (see Leon Eisenberg's article, "The 'Human' Nature of Human Nature," pp. 163-177; see Edward O. Wilson's article, "Man: From Sociobiology to Sociology," pp. 227-235 and Elizabeth Allen et al., "Against 'Sociobiology'," pp. 259-264.

CLASS ORGANIZATION:

First Hour: Lecture, "Scientific Revolutions and New World Perspectives," followed by discussion. Have Darwin, Freud, Wilson, and others changed our perspectives? Has literature responded? Has history responded? Has philosophy responded?

Second Hour--Discussion of some specific responses in literature and philosophy and history, for example: Brave New World by Aldous Huxley, Gulliver's

Travels, Book III, by Jonathan Swift, and others such as The Structure of Scientific Revolutions by Thomas Kuhn. How has popular culture responded in the twentieth century?

Third Hour: Class Discussion.

Questions for readings and discussion: 1. The Church (all denominations) eventually accepted the heliocentric universe developed by Copernicus and defended by Galileo. Why are developments in the physical sciences more readily accepted than in the biological sciences? 2. Can you think of historical examples where the notion of "the survival of the fittest" was carried to extreme ends? 3. What fields in the social sciences does John Greene feel Darwin's views were most influential? 4. Did Darwin settle anything in philosophy or theology? 5. Do you agree with the Bettleheim statement quoted in Weisstein's article which says that "We must start with the realization that, as much as women want to be good scientists or engineers, they want first and foremost to be womanly companions of men and to be mothers?" 7. Is it, as Weisstein suggests, a statement backed with psychosexual incantations and biological presuppositions? 8. What does Weisstein mean by her statement that "The uselessness of present psychology with regard to women is simply a special case of the generalconclusion: one must understand social expectations about women if one is going to characterize the behavior of women?" 9. Who "defines" your world? Who defines "human nature" for you? Do you rely on education, the law, the church, science, the humanities, the media, the oracle at Delphi, your family, your friends, etc.? 10. Has science changed your view of yourself in any way of which you are very much aware? 11. How much has science contributed to the formation of your values? 12. What is the scientific method? 13. Can this method be used in the humanities?

Lecture: Values Clarification and Decision Making in Nursing
Dr. Beatrice R. Brooks

Objectives:
1. Describe the valuing process and its expected outcomes.
2. Compare and contrast the behaviors of confused values and clear values.
3. Identify personal values and rank them in importance.
4. Analyze stated values and personal behaviors to determine whether the values meet the criteria of a clarified value.
5. Practice the Valuing Process
6. Describe the relationship between the process of valuing and decision making.

Reading Assignment:

Barrett, J. E."Values Clarification as a Nursing Strategy in Nursing" Journal of Nursing Education, Vol. 17:12-18, Feb. '78.
Matson, H.N., "Values: How and from Where?", Nursing Digest, Sept. 1974, pp36-8, 46
Partridge, K. B., "Nursing Values in a Changing Society", Nursing Outlook, 25:356-60, June '78.
Smith, D.W."The Effect of Values on Clinical Teaching" In: Williamson, J.W. editor, Current Perspectives in Nursing Education, St Louis: Mosby, 1976.

Optional Readings:

Rhodes, B., "The Instrumental Values of Nursing", Nursing mirror, P 145:29-30, Nov. 19, 1977.
Veatch, Robert M.,Case Studies in Medical Ethics, Cambridge, Mass. Harvard U. Press, 1977.
Bioethics and Human Rights: a reader for health Professionals. Boston:Little, Brown, 1976.
Humanizing Health Care, N.Y:Wiley 1975
Benoliel, Jeanne Q. Human Rights Guidelines for Nurses in Clinical and other Research, Kansas City, Mo. ANA, 1975.

First Hour:
1. Review criteria for value clarification
2. Discuss behavioral indicators of lack of value clarification
3. Do exercise on "My Values" and discuss with class areas of commonalities.

Second Hour:
1. Discuss relation of decision making to values clarification.
2. Do exercise on "Alligator River" in small groups of 6 or 8 students.
3. Regroup for discussion with persons with similar decisions.

Third Hour:

1. Do exercise on decision making
2. Identify commonalities of decision making and values held

Questions for Reading and Discussion

1. Which of your personal values is most consistent with those you identify in nursing?
2. What aspect of your values do you identify as contributing to your support of professional nursing values?

TOPIC: PERSONS AND STEREOTYPES: AGEISM AND SEXISM

OBJECTIVE: To articulate our own feelings about the people we lump together as "senior citizens" and to learn what their notion of themselves might be. To examine attitudes in American society, and in health care in particular, to ascertain whether or not "sexism" is perpetuated.

READING ASSIGNMENTS: Ronald Blythe, "Living to be Old: The First Generation of Full-Timers," Harpers (July, 1979), pp. 35-55; Denise Webster Benton, "A Study of How Women are Reflected in Nursing Textbooks Used to Teach Obstetrics-Gynecology, Nursing Forum, XVI (1977).

OPTIONAL READINGS: Richard Levinson, "Sexism in Medicine," American Journal of Nursing (March, 1976), pp. 426-431. Gena Corea, The Hidden Malpractice: How American Medicine Treats Women as Patients and Professionals, (New York, 1977); Sharon Curtis, Nobody Ever Died of Old Age (1972); Leo Tolstoy, The Death of Ivan Illich; Barbara Pym, Quartet in Autumn; Ellen Douglas, Apostles of Light; May Sarton, As We Are Now; Barbara Ehrenreich and Deidre English, Complaints and Disorders: The Sexual Politics of Sickness and also their pamphlet Witches, Midwives, and Nurses: A History of Women Healers; Bonnie and Vern Bullough, "Sex Discrimination in Health Care," Nursing Outlook (January, 1975), pp. 40-45; Phyllis Chesler, Women and Madness.

CLASS ORGANIZATION:

First Hour: Film: "Healthcaring from Our End of the Speculum" (1976), 32 mins. (This film is also useful for alternative health care.) Discussion of the film.

Second Hour: Mini-lecture by a professional whose job requires working with the aged. Discussion.

Third Hour: Discussion of readings.

Questions for readings and discussion: (1) Denise Benton includes several definitions for "sexism" in her article. Which one is preferable? (2) Can you suggest a similar definition for "ageism"? (3) Why have we created "ghettos" for older people in American society? (4) What are Benton's conclusions about nursing texts (re gynecology) in general? (5) Have you found similar articles in other journals? (6) Is there a similar concern for the aged in nursing journals? (7) Why are we relieved when our visits to nursing homes are over? (8) Ehrenreich and English in Complaints and Disorders

(p. 5) state that "medicine's prime contribution to sexist ideology has been to describe women as sick, and as potentially sickening to men." What is meant by this? Is this view well supported by their argument? (8) What is the thesis of Gena Corea's book? (9) What is the "Tithonus situation" described in Blythe's article? (10) What does Tournier regard as the foremost problem for the aged (Blythe article)? (11) How did the Greeks view old age? (Blythe) (12) How do our own attitudes compare with the Greeks?

TOPIC: RIGHTS AND NEEDS OF SEXUAL MINORITIES
(Consultant: Dr. Robert T. Francoeur, Fairleigh Dickinson University)

OBJECTIVES: To examine the role of sexual self-image in an individual's response to health care and to explore the health professional's response to the sexuality of minority patients, i.e. the aged, the adolescent, and the physically or mentally handicapped.

READING ASSIGNMENTS: Dr. Francoeur has provided an extensive bibliography of articles and books on various aspects of human sexuality (see following pages). Some of these materials are available in the reserve section of the library; many of the books listed are readily accessible in paperback form. Those items marked with an asterisk(*) are of special consequence. In preparation for Dr. Francoeur's seminar presentation, select some readings from the bibliography, being guided by areas which are of personal interest to you.

CLASS ORGANIZATION:

First Hour: Lecture on sexual minorities and the problems of moral decision-making regarding sexuality in the health care setting.

Second Hour: Film entitled "A Ripple in Time" dealing with gerontological sexuality and its attendant problems--especially from the perspective of the younger health care practitioner. Discussion of film.

Third Hour: Class discussion of issues raised.

Questions for reading and discussion: (1) What is the nature and function of human sexuality? (2) How is our concept of what constitutes human nature related to our ideas of the purpose(s) of sexuality? (3) What constitutes sexual perversion? (4) In what ways should health care practitioners be sensitive to the sexual rights and responsibilities of patients? (5) Is sexuality a matter of ethics or esthetics?

Note: Dr. Francoeur will deliver an address entitled "Medical Frontiers and Moral Dilemmas" on Tuesday morning, October 22 (time and place to be announced); your attendance at this presentation is strongly urged.

RECOMMENDED READING LIST ON VARIOUS ASPECTS OF HUMAN SEXUALITY

Compiled by R.T. Francoeur, PhD, ACS

*Monthly magazines:

SEXUAL MEDICINE TODAY (International Medical News Service, 600 New Hampshire Ave NW, Washington DC 20037) (Student subscription $7.50; regular $25.00)

MEDICAL ASPECTS OF HUMAN SEXUALITY (Hospital Publ., 625 Lexington Ave, New York, NY 10012 -- Student $12.50, Reg. $25)

FORUM and SEXOLOGY Magazines are recommended and available in any newsstand.

Books (and some articles) by R.T. Francoeur:

*HOT AND COOL SEX: CULTURES IN CONFLICT. A.K. and R.T. Francoeur. (A.S. BARNES, Cranbury, N.J. 1975)

EVE'S NEW RIB: 20 FACES OF SEX, MARRIAGE AND FAMILY. R.T. Francoeur. (Delta Books, NY, NY. 1973)

*THE FUTURE OF SEXUAL RELATIONS. R.T. and A.K. Francoeur. (Prentice Hall Spectrum, 1974)

*"The Pleasure Bond: Reversing the Anti-Sex Ethic." R.T. and A.K. Francoeur. In: THE FUTURIST, August 1976. (10:4; pp. 176-180)

"The Aesthetics of Social Sex: A Revolution in Values." R.T. & A.K. Francoeur. In: Journal of OPERATIONAL PSYCHIATRY. 1975. (6:2; pp 152-161)

"Sex Films." R.T. Francoeur. In: SOCIETY/TRANSACTION. July/August 1977. (14:5; pp. 33-37)

"Recognition of Alternatives to Traditional Monogamy in New Religious & Civil Rituals". RTF & Rami Shapiro. JOURNAL OF SEX EDUCATION AND THERAPY. Summer 1979. (1:5; pp. 17-20)

"Changing Models of Marriage in the Mass Media: 3 Scenarios for the 1980s." RTF. In press with THE FUTURIST.

*FOUR BASIC TEXTS:

UNDERSTANDING HUMAN SEXUALITY. J.S. Hyde. (McGraw-Hill)
HUMAN SEXUALITY. D. A. Schultz. (Prentice-Hall)
HUMAN SEXUALITY. J.L. McCary. (Van Nostrand)
FUNDAMENTALS OF HUMAN SEXUALITY. Katchadurian & Lunde. (Holt Rinehart

OTHER RECOMMENDED READINGS:

*"Body Pleasure & the Origins of Violence." J. Prescott. In: THE FUTURIST April 1975. (9:2; pp. 64-74).

THE AMERICAN WAY OF SEX. B. Smith. (Gemini Smith -Two Continents Publ. NYC 1978)

MEDICAL ASPECTS OF HUMAN SEXUALITY. H.I. Lief. (Williams & Wilkins, 1975)

THE SEX ATLAS. E.J. Haeberle. (Seabury, 1978)

HOMOSEXUALITY AND COUNSELING. C.R. Jon[illegible]

*UNDERSTANDING GAY RELATIVES AND FRIENDS. H.M. Jones. (Seabury, 1978)

TOWARD A CHRISTIAN UNDERSTANDING OF THE HOMOSEXUAL. H.K. Jones. (Association Press, 1966)

GAY AMERICAN HISTORY. J. Katz. (Thomas Crowell, 1976)

*THE CHRISTIAN RESPONSE TO THE SEXUAL REVOLUTION. D.R. Mace. (Abingdon, 19

*THE CHURCH AND THE HOMOSEXUAL. J.J. McNeill. (Sheed Andrews McMeel, 197
MAKING SEXUALITY HUMAN. N. Pittenger. (Pilgrim Press, 1970)
*SEXUAL BEHAVIOR IN THE 1970s. M. Hunt. (Playboy Press, 1974)
*THE HITE REPORT. S. Hite. (Macmillan, 1976)
FOR YOURSELF: THE FULLFILLMENT OF FEMALE SEXUALITY. L.G. Barbach. (Doubleday, 1975)
SEXUALITY TODAY AND TOMORROW. S. Gordon & R. Libby. (Duxbury, 1976)
*SEXUAL OPTIONS FOR PARAPLEGICS AND QUADRIPLEGICS. Mooney, Cole & Chilgren, (Little Brown)
*LOVE AND SEX AFTER SIXTY. R. Butler & M. Lewis. (Perren[illegible] Library, 19
INTIMATE FRIENDSHIPS. James Ramey. (Prentice-Hall, 1977)
*HUMAN SEXUALITY: NEW DIRECTIONS IN AMERICAN CATHOLIC THOUGHT (Kosnik, et al., 1977) (Paulist Press)
THE NEW INTIMACY. R. Mazur. Beacon Press, 1973.
*SEXUALITY AND THE HUMAN COMMUNITY. A Task-force Document from the United Presbyterian Church of the USA, 1970.
LOVE, SEX AND MARRIAGE THROUGH THE AGES. B.I. Murstein.(Springer, 1974)
BEYOND THE MALE MYTH. Pietropinto & Simenauer. (Signet, 1978)
THE LIBERATED MAN. Warren Farrel. (Bantam, 1975)
THE SEXUAL WILDERNESS. Vance Packard. (mcKay, 1968)
RECOVERING BIBLICAL SENSUOUSNESS. W. Phipps (Westminster, 1975)
NUN, WITCH PLAYMATE. THE AMERICANIZATION OF SEX. M. Richardson. Harper and Row, 1971.
BEYOND MONOGAMY. Smith and Smith. (John Hopkins Press, 1974)
BECOMING PARTNERS: MARRIAGE AND ITS ALTERNATIVES. Carl Rogers (Delacorte, 1972)
*SEXUAL STYLE: FACING AND MAKING CHOICES ABOUT SEX. [illegible] Meyners & Wooster. (Harcourt Brace Jovanovich, 1979)
*THE BISEXUAL OPTION. Fred Klein, MD. Arbor House, 1978.
*HOMOSEXUALITY IN PERSPECTIVE. Masters and Johnson, 1979.

JOURNALS AND BOOKS ON BIOMEDICAL ETHICS:

(360 Broadway, Hastings-on-hudson, NY 10706.
*THE HASTING CENTER REPORT. Institute of Society, Ethics & Life Sci.
*THE BIOETHICS QUARTERLY, published by Human Sciences Press, 72 Fifth Ave
*UTOPIAN MOTHERHOOD: NEW TRENDS IN HUMAN REPRODUCTION. R.T. Francoeur (NYC (A.S. Barnes, Cranbury, NJ. 1977 -3rd edition)
PROLONGEVITY. A. Rosenfeld. (Knopf, 1976)
THE BRAIN_CHANGERS. M. Pine. (Harcourt Brace Jovanovich, 1973)
BIOHAZARD. M. Rogers. (Knopf, 1976)
GENETIC ENGINEERING: THREAT OR PROMISE? L.E. Karp. (Nelson-Hall, 1976)
WHO SHOULD PLAY GOD? Howard & Rifkin. (Dell, 1977)
*THE ETHICS OF GENETIC CONTROL. Jos. Fletcher. (Anchor/Doubleday, 1974)
*LIFE MANIPULATION. D.G. Lygre. (Walker, 1979)
THE CONTROL OF LIFE: THE 21ST CENTURY. F. Warshofsky (Viking, 1969)
FABRICATED MAN. Paul Ramsey. (Yale University Press, 1970)
COME, LET US PLAY GOD. L. Augenstein. (Harper & Row, 1969)
*PLAYING GOD: GENETIC ENGINEERING & MANIPULATION OF LIFE. J. [illegible]
THE SECOND GENESIS. Albert Rosenfeld. (Arena Books, 1972) (Random
THE PEOPLE SHAPERS. Vance Packard. (Bantam Books, 1979) [illegible]House, 19

TOPIC: CULTURAL DIVERSITY AND NURSING PRACTICE

OBJECTIVE: To review cultural variations within larger racial and ethnic groups in order to sensitize health-care providers for better nurse-patient interaction.

READING ASSIGNMENTS: Rocerto LaVerne, "Root Work and the Root Doctor," Nursing Forum, Vol. XII, 1973, pp. 414-427; Julia Webb, "Louisiana Voodoo and Superstitions Related to Health," HSMHA Health Reports, Vol. 86, April, 1971, p. 291-301; Josephine Elizabeth Baca, "Some Health Beliefs of the Spanish Speaking," American Journal of Nursing, October, 1969, pp. 2172-2176.

OPTIONAL READING: Any of the articles in Transcultural Nursing, A Book of Readings, ed., Pamela J. Brink.

CLASS ORGANIZATION:

First Hour: Attitude Assessment Exercise Developing Cultural Sensitivity (Film Strip and Tape). Discussion of tape and attitude exercise.

Second Hour: Folk Health Practices: Illness (Film Strip and Tape). Beyond Language (Film Strip and Tape).

Third Hour: Discussion of tapes and reading assignments.

Questions for Readings and Discussion: (1) Are your customs shaped by your values? Explain. (2) Describe the causes and symptoms of the two folk diseases empacho and susto. (3) Discuss the value of lay healers. (4) Describe the psychological and sociological milieu in which witchcraft ideas flourish. (5) How do you react when a person tells you about a folk health belief? (6) Discuss and compare ways in which persons from the dominant culture may differ from individuals of various subcultures in relation to: a. handshaking, b. eye contact, c. conversational efficiency, d. counseling and interviewing techniques, e. modesty, f. modes of expressing emotions. (7) List seven guidelines for establishing effective communication with Black clients. (8) Do patients have obligations to understand the nurse's culture? (9) Discuss the advantages and disadvantages of a pluralistic society. (10) Are we captives of our past regarding human relations?

TOPIC: NEW ALTERNATIVES TO TRADITIONAL MEDICINE: TOWARD A HUMANISTIC APPROACH

OBJECTIVES: To review some of the recent developments in health care, such as holistic and humanistic medicine and the appropriation of systemic/organic theories of health and disease drawn from non-Western cultures, and to entertain the possibility that a major paradigm shift may be occuring in our cultural understanding of health care.

READING ASSIGNMENTS: Richard B. Miles, "Humanistic Medicine and Holistic Health Care" (handout); Leonard Worthington, "Unorthodox Healing and the Law" (handout); Stephen Chang, "Acupuncture: A Contemporary Look at an Ancient System" (handout). These three articles are from The Holistic Health Handbook (And/Or Press, 1978).

OPTIONAL READING: A. N. Whitehead, Science and the Modern World (Macmillan); Thomas S. Kuhn, The Structure of Scientific Revolutions (University of Chicago Press, 1970)--esp. Chapter X; Herbert Benson, The Mind/Body Effect (Simon and Schuster, 1979).

CLASS ORGANIZATION:

First Hour: General lecture on some of the new alternatives to traditional health care with attention paid to some of the moral and legal aspects and consideration of the humanistic forces behind these changes.

Second Hour: Film: "Acupuncture: An Exploration" with a discussion of the impact of oriental systems and practices on contemporary health care.

Third Hour: Discussion of the importance of these changes within the context of history and philosophy. (We hope, also, to have a practicing midwife discuss the conception of her role in health care delivery).

Questions for readings and discussion: (1) What accounts for the changes that are occurring in health care today? (2) How are our concepts of humanhood affected by these changes? (3) What is health? What is disease? (These are questions we posed at the beginning of the semester; have your answers to these questions changed over the past two months? If so, how?)

TOPIC: THE EXPERIENCE OF ILLNESS

OBJECTIVES: To better understand illness from the patient's point of view.

READING ASSIGNMENTS: "Listen: The Patient," New England Journal of Medicine (March 24, 1966) by Eric Hodgins, and select a passage from any of the following or a good book of your choice: The Convalescent by Charles Lamb; On Being Ill by Virginia Woolf; The Magic Mountain by Thomas Mann; First, You Cry by Betty Rollin; The Verdict by Hildegard Knef; The Immoralist by André Gide; Alexander Solzhenitsyn's Cancer Ward. Be prepared to share your selection with the class and to write a short reaction to the article.

OPTIONAL READINGS: The Patient As Person by Paul Ramsey; Human Medicine by James E. Nelson.

CLASS ORGANIZATION:

First Hour: Film: "The Ugly Little Boy," 26 mins. Discussion of the film.

Second Hour: Panels of former patients who have agreed to share their experiences.

Third Hour: Discussion between patients and students and staff.

Questions for Discussion and Reading: (1) How much did the Hodgins article contribute to your understanding of humanistic issues in health care? (2) Did your own literary selection give you a special insight? (3) What insights did the film provide? (4) What insights did the patients provide? (5) Do you think that patients undergo "culture shock" when they enter a hospital? (6) A patient representative provided us with the following concerns and worries of patients:

a. patients want to be treated as "persons" and do not want to be referred to as a room number or as "that interesting case";
b. older patients worry about leaving the hospital for the nursing home;
c. middle-aged patients worry about the cost of hospitalization and upsetting the routine of the home;
d. young people (young marrieds) worry about their babies left at home and about their husband; they also worry about their sex life.

Do these views seem unwarranted? Why or why not? (7) What do you think children worry about the most? (8) Should a woman patient reject the care of a male nurse on religious grounds? (9) How far do patient rights extend? (10) Is the routine of a hospital set for the benefit of the patient or for the benefit of the staff? (11) If set for the routine of the staff, in your opinion, should patients demand another routine? (12) Is there a humanistic or mechanistic dimension to hospital routine? (13) Should you have experienced a severe illness in order to better respond to patients needs? (14) Are there "despised" patients? (15) If so, what categories are there? (16) Describe a "good" patient. (17) Describe a "bad" patient.

TOPIC: FACING DEATH

OBJECTIVES: To consider the variety of ways a person might look at his or her own imminent death: welcome, fear, resignation, bitterness; and to survey some of the ways death is presented in the arts (especially literature and music) so students can see how others feel about death. The emphasis here will be on viewing death as a personalized human experience, removed from its biological fact, with some attention paid to the ways that death is handled in the hospital setting.

READING ASSIGNMENTS: Tolstoy's Death of Ivan Illyich or Thomas Mann's Death in Venice; selections from Rilke's Notes of Malte Laurids Brigge (handout).

OPTIONAL READINGS: Peter Koestenbaum, Is There An Answer to Death (Prentice-Hall, 1976); Stanley Keleman, Living Your Dying (Random House, 1974); Elisabeth Kübler-Ross and Mal Warshaw, To Live Until We Say Good-Bye (Prentice-Hall, 1978); Ernest Becker, The Denial of Death (Macmillan, 1973): Plato, Phaedo; Mary Ellen Edwards, "How My Father Died: A Story of Participation and Revelation," Journal of Humanistic Psychology, (Vol. 19, No. 3, Summer, 1979), pp. 57-65; Kenneth L. Woodward, "How American Lives With Death" and Dr. Vincent Hunt, "Facing Death with the Patient" in The Individual, Society, and Death, edited by David W. Berg and George G. Daugherty (Waverly Press, 1972); Jessica Mitford, The American Way of Death (Simon and Schuster, 1963).

CLASS ORGANIZATION:

First Hour: Lecture and discussion dealing with the short novels by Tolstoy and Mann.

Second Hour: Audio-tape and filmstrip on perspectives on death in the arts. Film: "How Could I Not Be Among You," recounting the last days of a dying poet. Class discussion of issues raised in these audio-visual materials.

Third Hour: A guided fantasy technique will be used to assist the students in dealing with their feelings about their own death.

Questions for reading and discussion: (1) What is the relationship between love and death in Man's Death in Venice? (2) What do you feel Mann's attitude toward death was? (3) What images and metaphors does he employ to communicate those feelings? (4) What is the relationship between death and the meaning of life in Tolstoy's short novel? (5) Does Gerasim provide a viable role-

model for a person who must care for terminal patients? (6) Could you deal with a dying patient in this way in a modern hospital setting? (7) Are Rilke's comments about the anonymity of death still relevant today? (8) In what ways can art assist the human being in coming to terms with death?

A Suggested Optional Exercise: Write a short paper describing what you would do if you were told you had (a) six years to live, (b) six months, (c) six weeks, (d) six days, (e) six hours. Compare and contrast these five responses. What do your responses tell you about the things you find most valuable?

Note: Several audio tapes dealing with death themes in literature and music will be available in the library for your use out of class.